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ABSTRACT

This final report discusses the outcomes of Project STEPS (Sequenced Transition to Education in the Public Schools), an outreach project designed to provide training and technical assistance to states and territories in the development of a statewide transition system for children with disabilities, birth through 5 years of age. The focus of the project is to provide assistance in the development of state policy, a statewide training and technical assistance network, and model local sites for the purpose of establishing a community-wide interagency transition system using the STEPS model and adopted state policies. Outcomes of Project STEPS included: (1) successful facilitation of the development of a statewide transition system in the states of Kentucky, Tennessee, Georgia, North Carolina, and Delaware; (2) provision of liaison support to transition coordinators in states that implemented the STEPS model and funded positions to institute the efforts initiated through this project; (3) hosting a transition forum on an annual basis that included state transition teams from 13 states and territories; and (4) development and dissemination of an annual report from the transition forum that describes issues and strategies for state system development. (CR)

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ED 436 043

PROJECT STEPS:

Sequenced Transition to Education in the Public Schools

National Outreach Project

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University of Kentucky
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Final Evaluation Report
1996 – 1999
September 30, 1999

EC 307506

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1998 - 1999 Project STEPS Final Evaluation Report

Project STEPS (Sequenced Transition to Education in the Public Schools) is an outreach project designed to provide training and technical assistance (TA) to states and territories in the development of a statewide transition system for children with disabilities birth through five years of age. The focus of the project is to provide assistance in the development of state policy, a statewide training and TA network, and model local sites for the purpose of establishing community wide interagency transition systems using the STEPS model and adopted state policies.

Project STEPS successfully facilitated the development of a statewide transition system in the state of Kentucky which includes the Cabinet of Human Resources (Lead agency, Part H), the Kentucky Department of Education, the Head Start State Collaboration grant, and the Kentucky Head Start Association. As a result of Project STEPS, the statewide system, which serves over 22, 000 children and families, includes state level policies and procedures based on the STEPS model, a statewide training and TA network of trainers from each of the three state-level agencies, and 57 local communities that have replicated the STEPS model through interagency councils. The project has positively affected over 3,000 families of young children with disabilities through training efforts on the implementation of formalized transition procedures at a community level. In addition, over 600 direct service providers have been trained in preparing young children for transition to the next environment.

Throughout the project's existence as a demonstration and outreach project, materials have been developed which aid in the development of state and community systems. These materials focus on the four components of the STEPS Model: administrative system development, staff involvement, family involvement, and child preparation for the next environment.

After STEPS was established in Kentucky, the project was funded for national outreach. In that project, STEPS was replicated in Tennessee, Georgia, North Carolina, and Delaware. Subsequently, another national outreach project was funded. The current project extends the activities of Project STEPS to additional states and/or territories.

This document is the third year and final evaluation of the current STEPS Outreach Project. The evaluation plan follows a model similar to that described by Wolery (1983, 1987) for formative and summative evaluation of service programs. To date, the purposes of the evaluation have been determined and program objectives have

been specified. Questions and measurement sources to evaluate each objective also have been identified. This process resulted in four primary goals being established with 21 secondary objectives designed to accomplish these goals. Throughout the three years of the project, data have been collected from each measurement source. This report includes the data collection, analysis, and summarization. The purpose of this report is to provide feedback to the project on the completion of their objectives, to provide a summative statement of the project, and to determine the impact of the project.

Each of the four primary goals with their respective objectives is listed. Under each objective the project's progress is summarized based on data collected throughout the three years of the project. Following the completion of each goal's objectives, summary statements and/or recommendations are made.

GOAL 1: To establish a statewide system for transition in the state of Ohio for effective procedures from early intervention to preschool programs and from preschool programs to primary programs. This process will be repeated with two additional states.

Objective 1.1: Establish a State Transition Team (STT) consisting at a minimum of representatives from early intervention, education, Head Start, and families. Measured by: Written documentation through meeting minutes and state planning forms.

Four state teams and a territorial team have been established. These sites include Hawaii, Ohio, Missouri, Washington, and Puerto Rico. All teams include representatives from the specified agencies (i.e., early intervention, education, Head Start, and families). In addition, these teams include members from agencies not specified in the original proposal (e.g., United Cerebral Palsy, Child Care). It should be noted that Puerto Rico accomplished the objectives they established in their plan and have requested no further assistance.

Objective 1.2: State Transition Teams and Project Staff will develop a replication plan that outlines activities at the regional and local levels. Measured by: Written documentation

Washington, Hawaii, Puerto Rico, and Missouri have developed replication plans.

Objective 1.3: The STT will have skills, information, and materials needed to develop a state transition plan. Measured by: Written documentation and/or Evaluation and Meeting Minutes.

Objective 1.3a: Conduct STEPS model overview training.

Objective 1.3b: Develop State Plan

Objective 1.3c: Review/Revise Plan

Objective 1.3d: On-site technical assistance to STT

STEPS model overview training was conducted in July of 1997, June of 1998, and June of 1999 as part of the Annual STEPS Forum in Lexington, Kentucky. The agendas indicate that the appropriate information was covered. Participants' evaluation of training was positive. A complete copy of the training evaluation is available from project staff.

Documentation exists for Hawaii, Washington, Puerto Rico, Ohio, and Missouri that this objective has been completed. These sites have submitted, reviewed, and revised their state plans. Revision of the state plan was an on-going process based on contact throughout the year.

On-site technical assistance occurred on a continual basis throughout the year. Data from the contact and site visit log indicates that all sites received numerous contacts via phone or mail ranging from 4 to 18 contacts per site during the first project year. Four of the five sites received on-site visits from project staff during the first project year. During the second project year, the four replication sites received two on-site visits. A range of 12 (Missouri) to 30 (Washington) total visits was made to individual sites within each state. Phone, mail, and email contacts ranged from 30 (Hawaii) to 73 (Ohio) per state. The majority (60%) of those contacts was made via e-mail. During the third year of the project, written technical assistance ranged from one in Georgia to 29 in Missouri for a total 62 written indications of technical assistance. A total of 23 on-site visits were made to the participating states including a range of one site visit to Missouri to 12 on-site visits to Washington. In addition, on-site technical assistance visits occurred to additional sites including 15 in Alaska and 9 in Kentucky. A total of 474 technical assistance e-mail contacts were made to participating states ranging from 46 in Ohio to

242 in Washington. Additionally, a videoconference was held in Washington that included all participating local sites.

Overall, during the final year of the project, Project STEPS staff completed 187 hours of technical assistance to participating sites that involved approximately 269 individuals. In addition, Project STEPS staff performed 189 hours of technical assistance involving approximately 516 people.

Objective 1.4: Regional Transition Facilitators will have skills, information, and materials needed to provide appropriate TTAs to local programs. Measured by: Meeting minutes, Agreement signatures, written documentation, and training evaluation documentation.

Objective 1.4a: Identify facilitators

Objective 1.4b: Conduct training

Objective 1.4c: Provide on-site TA to local programs

Objective 1.4d: TA to Facilitators

During the first project year, facilitators were identified in the state of Ohio. A total of 33 facilitators were identified. During the second project year, facilitators were identified in Missouri, Washington, and Hawaii. In Missouri, 12 facilitators were identified. In Washington, 29 facilitators were identified and in Hawaii 10 were identified.

Eighteen of the 33 identified Ohio facilitators attended training on May 5 and May 9, 1997. The agenda indicates that the appropriate information was covered. Participants' evaluation of training indicated that all responded favorably to the training. A complete copy of the training evaluation is available from project staff.

Facilitators (n = 28) from Washington received training on March 2 and March 6, 1998. Fourteen of these individuals agreed to become facilitators and co-trainers. Training was evaluated highly. A complete copy of the training evaluation can be obtained from project staff.

Eleven Missouri facilitators received training on November 3 and November 7, 1997. Training was evaluated highly. A complete copy of the training evaluation can be obtained from project staff.

Facilitators (n = 9) received training in February 2 and February 6, 1998. Training was evaluated favorably. A complete copy of the training evaluation can be obtained from project staff.

According to data submitted by project staff, multiple TA contacts have been made to local programs in Ohio, Hawaii, Washington, and Missouri. TA has been on going throughout the project.

Technical assistance to Transition Facilitators occurred through phone contact, mail, and e-mail and is documented through Project STEPS phone, mail, and e-mail logs. In addition, technical assistance has been provided on-site and is documented in the minutes of each meeting (e.g., Annual Transition Forum, State Site Training, etc.).

During the third year of the project, written technical assistance ranged from one to Georgia to 29 in Missouri for a total 62 written technical assistance activities. A total of 23 on-site visits were made to the participating states ranging from one site visit in Missouri to 12 on-site visits in Washington. In addition, on-site technical assistance visits occurred in additional sites including 15 in Alaska and 9 in Kentucky. A total of 474 technical assistance e-mail contacts were made to participating states ranging from 46 in Ohio to 242 in Washington. Additionally, a videoconference was completed in Washington that included all participating local sites.

Overall, during the final year of the project, Project STEPS staff completed 187 hours of technical assistance to participating sites involving approximately 269 individuals. In addition, Project STEPS staff performed 189 hours of technical assistance involving approximately 516 people. It is important to note that technology has increased significantly the amount of contact that Project STEPS has with local sites, state teams, and state facilitators. During the 1998-1999 project year alone, the project had over 450 email contacts with various individuals and groups of individuals involved in implementing the STEPS model.

Objective 1.5: Up to four replication sites that have effective transition procedures in place will be established within each state and territory. Measured by: RFP, letters of agreement, completed plans, meeting minutes, written documentation.

Objective 1.5a : Identify local sites.

Objective 1.5b: Train local sites.

Objective 1.5c: Develop plans.

Objective 1.5d: Implement plans.

Objective 1.5e: On-site technical assistance.

Objective 1.5f: Evaluate/revise plans.

During the first project year, the following counties in Ohio were identified as model replication sites: Sandusky, Cuyahoga, Ross, and Mahonnig. These locations are geographically distributed throughout the state of Ohio. Training for personnel from these local sites occurred on May 6-8, 1997 in Dayton. Forty-nine people were trained and participants rated the content of the training very favorable. A complete copy of the training evaluation is available from project staff. All four local counties submitted a work plan. Each site implemented their plan, received on-site technical assistance, and revised their plans accordingly during the second project year.

Ohio identified six additional sites during the second project year. These sites include Cincinnati Public Schools, Hamilton County Core Team, Mount Health City Schools, Princeton City Schools, Guernsey County, Tuscarawas County. These individuals received training either on January 22 or March 12, 1998. Training was rated favorably. A copy of the evaluation report can be obtained from project staff. These additional sites have submitted work plans and are in the process of implementing their plan. Technical assistance occurred on an on-going basis.

During the second project year, four local sites were identified as model replication sites in Missouri: Phelps, Jefferson, Cass, and Newton. These sites are geographically distributed throughout the state. Personnel from these sites were trained on November 4-6, 1997. Thirty-nine people attended training and rated the training favorably. A complete copy of the training evaluation is available from project staff. A work plan was submitted for each site and each site implemented their plan or working towards their plan. All sites received technical assistance with some sites revising their plan after receiving technical assistance.

Missouri identified additional sites for co-training activities. These sites included Buffalo, Cape Girardau, Kirksville, and McCoy. Thirty-five participants from these sites were trained on July 13-15, 1998. Training was favorably rated and a copy of that evaluation report can be obtained from project staff. These sites have submitted work plans, are in the process of implementing their work plans, and are receiving technical assistance. Revision of the work occurred during the final project year.

During the second project year, three sites in Hawaii were selected as model replication sites. These sites included: Windward, Oahu, Big Island, and Maui. A total of 32 people received training on February 3-5, 1998. A work plan was submitted, technical assistance has been provided. Revision has occurred. The participants rated the training they received as being very helpful and effective. A complete copy of the training evaluation is available from project staff.

Additional replication sites also were identified in Hawaii. These sites included Leeward Oahu, Central Oahu, and Honolulu. A total of 27 facilitators received training on October 13-15, 1998. The training was rated favorably. A copy of the training evaluation report can be obtained from project staff. Work plans have been submitted and sites are implementing their plans. Technical assistance was provided throughout the year.

During the second project year, a total of 4 sites were selected from geographically diverse areas of the state of Washington. Sites included Asotin, Kitsap, Mason, and Yakima. On March 3-5, 1998, 59 participants received training. Those participating rated the training favorably. A complete copy of the training evaluation is available from project staff. A work plan was submitted and evidence indicates that the sites are implementing their plan. Technical assistance has been provided. Revision of the plan occurred.

Additional training in Washington occurred in response to their request for a second round of sites. Thirty participants from the following sites attended training on September 22-24, 1998: ESD 112/Vancouver, ESD 113/Aberdeen, Longview, and Sumner. Training was favorably evaluated. A copy of the evaluation is available from project staff. Work plans from each site have been submitted and are on file. These sites implemented their work plans and received technical assistance.

During the third project year, additional sites were identified in Hawaii, Missouri, Washington, and Ohio. Additional sites in Hawaii included Kauai and new teams from Big Island, and Maui. These 18 individuals were trained in March 1999. Additional sites

in Missouri included Newhaven (Orientation only), Nodaway County, and Springfield County. These 31 individuals were trained in November 1998. Additional sites in Washington included Kelso, Oroville, Taholah, and White River. The 47 individuals from these sites received training in March 1999. New sites from Ohio included Erie County, Huron County, and Lorain County. The 23 individuals from these sites completed training in Match, 1999.

Three states (Missouri, Hawaii, and Washington) planned and implemented "anniversary day celebrations" to evaluate and revise their plans. These occurred in November 1998 for Missouri, and March 1999 for Hawaii and Washington. In addition, these "celebrations" will occur again in November 1999 for Missouri and Washington.

Overall, during the final year of the project, Project STEPS staff completed 187 hours of technical assistance to participating sites that involved approximately 269 individuals. In addition, Project STEPS staff performed 189 hours of technical assistance involving approximately 516 people. As a result of a technology survey conducted by Project STEPS staff to all current and former local sites, a list serv was started June 25, 1999. A total of 19 messages have been posted on the list serv since that time.

Objective 1.6: Each local program within the state will have available to it within reasonable travel distance and time, a replication site for examination of effective community transition procedures. Measured by: Written documents.

Due to the multiple sites in each state and the abundance of sites in those states, each local site has available to them within reasonable travel distance and time, a replication site for examination of effective community transition practices. It should be noted that Project STEPS has established more than twice the number of local sites than originally proposed in the initial grant application. The STEPS website provides a detailed listing of all community replication sites and a state contact person for more information.

Objective 1.7: Two hundred children and families and 100 early childhood providers have information and materials. Measured by: Written documentation.

During the final project year, Project STEPS staff established a STEPS Sample Document Tree on the web at www.ihdi.uky.edu. This site allows users to download information and documents to use within local sites. In addition, it is important to note

that the project has responded to technical assistance from many states outside of the states directly involved in the previous or current STEPS demonstration and outreach grants. During the 1998-1999 project year, the project responded to 16 states other than those directly involved in the project. Also, technology has increased significantly the amount of contact that Project STEPS has with local communities, state teams, and state facilitators. During the 1998-1999 project year alone, the project had over 450 email contacts with various individuals and groups of individuals involved in implementing the STEPS model.

Objective 1.8; One hundred early intervention, preschool, and public school administrators and direct service staff will have information and materials needed to implement effective transition procedures. Measured by: Document and evaluate training.

During the final project year, Project STEPS staff established a STEPS Sample Document Tree on the web at www.ihdi.uky.edu. This site allows users to download information and documents to use within local sites. Much of the information to support this objective is described above. However, in summary, over 300 people in five states have directly received training from Project STEPS. Over 500 people have been impacted by technical assistance that has been provided by Project STEPS. Overall, including those that have been directly involved in Project STEPS as well as those who have requested assistance or materials, individuals from over 25 states have been impacted by the project. Currently, there are over 180 local communities in 12 states that have been set up as replication sites through Project STEPS.

Objective 1.9: Continuation plans will be developed by STT and Facilitators. Measured by: Written documentation.

Documentation exists that continuation plans were developed. This occurred at the Annual Transition Forum held each June in Lexington, Kentucky. These plans can be seen in the Forum Proceedings that can be downloaded for the Project STEPS home page at the above-listed web address.

Summary of Progress to Date on Goal 1 and Recommendations:

Overall, State Transition Team members, model replication sites, and Transition Facilitators were identified and trained. All STEPS training has been rated favorably by the participants. Formal documentation of all project activities is available. Overall,

Project STEPS met and in most areas exceeded, the objectives planned for the three project years. For example, each state identified at least four teams in addition to the teams that were planned. Because Project STEPS exceeded their objectives, no recommendations for changes or future work are provided.

GOAL 2.0: To provide liaison support to transition coordinators in states that have implemented the STEPS model and funded positions to continue the effort initiated through this project.

Objective 2.1: Determine TA needs of transition coordinators. Measured by: Written documents.

Objective 2.1a: Develop a needs assessment.

Objective 2.1b: Assess needs.

Objective 2.1c: Develop a TA plan.

During the first year, a needs assessment was developed for the purpose of planning for training and technical assistance needs of transition coordinators. The needs assessment was sent to all transition coordinators. Needs assessments were completed and returned by transition coordinators in Georgia, Florida, Delaware and North Carolina. Based on these documents, Project STEPS developed a plan for assisting the transition coordinators.

During the second project year, a needs assessment was sent out to all transition coordinators via the list serve. Transition coordinators in Florida, Delaware and Kentucky responded. Minigrants of $500 were provided to each of those states to assist them with their identified needs. Minigrants were based on the states' development of a technical assistance plan.

During the last year of the project Project STEPS staff made 65 e-mail contacts to coordinators via a list serv to provide technical assistance and support in this area. During the final project year, via the list serv, the states opted to use their funds to have coordinators/lead trainers meeting in September 1999 in Lexington, Kentucky. Seven states participated including Florida, Delaware, Kentucky, Washington, Missouri, Ohio, and Alabama.

Objective 2.2: Provide ongoing technical assistance to existing transition coordinators. Measured by: Completed needs assessments, correspondence with transition coordinators.

Objective 2.2a: Provide technical assistance as determined in the TA Plan.

A training was conducted for Transition Coordinators during the 1997 Transition forum. In addition, documentation indicates that some type of assistance was provided to the all four transition coordinators who completed the needs assessment. Several types of assistance were provided. For example, Project STEPS staff assisted in the data analysis from the North Carolina impact study.

A list serve of all transition coordinators was developed. Project staff provided information to transition coordinators on validation review standards of educational programs. Coordinators' meeting was held at the forum in June of 1998. Project staff responded to all technical assistance requests. In addition, Project staff presented a paper at the annual DEC conference. NEC*TAS sponsored a two-day meeting for transition coordinators in Lexington. Finally, Project Staff conducted an impact evaluation of the North Carolina system.

During the third year of the grant, coordinators opted to have a coordinators/lead trainer meeting in Lexington, Kentucky in September 1999. NEC*TAS provided additional support by funding the meeting's facilitator.

Summary of Progress to Date on Goal 2 and Recommendations:

Overall, formal documentation of project activities is available. Overall, Project STEPS met and in most areas exceeded, the objectives planned for the entire project. Therefore, no recommendations are needed at this time.

Goal 3: To host a Transition Forum on an annual basis that will include, at no cost, a four member State Transition Team from Ohio and two additional states. Previous replication states may use TA funds to attend or may attend at their own cost. The Transition Forum will be opened to other states or territories that wish to participate at their own expense.

Objective 3.1: Host an Annual Transition Forum. Measured by: Written documents, letters of agreement, agenda/evaluation of training.

Objective 3.1a: Develop and disseminate a request for proposals for forum participation at the state level.

Objective 3.1b: Identify states to participate.

Objective 3.1c: Identify state transition teams to participate.

Objective 3.1d: Develop a forum agenda.

Objective 3.1e: Conduct forum.

A request for proposals was developed and disseminated to potential states. During the first project year, the Transition Forum was held on June 23-24, 1997 in Lexington, KY. Approximately 75 people from 13 states and territories attended. Forum evaluation data indicate that the participants rated the forum very favorably. A complete copy of the forum evaluation that includes a list of participants, states and evaluation data may be obtained from the Project staff.

During the second project year, the sixth annual Transition Forum was held on June 6-9, 1998. Approximately 10 states were represented and over 40 people attended. Forum evaluation data from 28 participants indicate that the participants rated the forum very favorably. A complete copy of the forum evaluation that includes a list of participants, states and evaluation data may be obtained from the Project staff.

During the last project year, the seventh annual Transition Forum was held on June 13-14, 1999. Ten states were represented and over 75 people attended. Forum participant evaluation data indicate a high level of satisfaction with the forum. A copy of that evaluation report is available from the Project Evaluators.

Objective 3.2: Each state transition team from identified states will have the skills, information, and materials needed to develop and implement state transition plans. Measured by: Training agenda/evaluation.

Objective 3.2a: Conduct transition/systems development training.

Objective 3.2b: Develop state transition plans.

Objective 3.2c: Review and revise state plans.

Objective 3.2d: Provide TTAS to STT.

During the first project year, training on transition systems was implemented in two states. Results of the evaluation were favorable and may be obtained from project staff.

State transition plans were developed by seven states (Delaware, Kentucky, Washington, D.C., Arizona, Alaska, Louisiana, North Carolina).

Subsequently, state plans were reviewed and revised on an ongoing basis across the last two project years. In addition, data indicate that training and technical assistance has been provided to state transition teams on an ongoing basis.

Objective 3.3: Each state transition team will have identified opportunities to link with national and regional technical assistance providers. Measured by: Written documentation.

See Objective 3.1 as these activities occurred at the National Transition Forum.

Objective 3.4: Forum participants will have opportunities to discuss current issues. Measured by: Written documentation.

See Objective 3.1 as these activities occurred at the National Transition Forum.

Objective 3.5: Each STT will have follow-up assistance available.

Data indicate that follow-up assistance has been provided on an on-going basis throughout all project years. Data indicate a high level of contact through various means including the email, phone, mail and on-site visits. In addition a list serv was developed during the final year of the project.

Summary of Progress to Date on Goal 3 and Recommendations:

Overall, Transition Forums were planned and implemented successfully during the all project years. In addition, states received training in the STEPS model. Based on the evaluation criterion, no recommendations are offered at this time.

GOAL 4: To develop and disseminate information and products to improve the quality of transition procedures and processes in early childhood including materials and strategies for establishing statewide interagency networks for transition for children and families from early intervention to preschool services and from preschool to primary programs.

Objective 4.1: Develop an annual report from the Transition Forum that describes issues and strategies for state system development. Measured by: Written documentation.

Objective 4.1a: Consolidate Forum concurrent discussion group issues and strategies and state planning forms from participating states.

Objective 4.1b: Review input from session leaders and STTs.

Objective 4.1c: Final proceedings report developed.

An annual report from the Transition Forum was developed and disseminated to participants. In addition to state plans and status reports, the 1998 proceedings included summary information from job-alike groups, topical discussion groups, and state networking and mentoring sessions. The Forum proceedings for the 1999 Forum can be obtained from at the web address listed above.

Objective 4.2: A compilation of state and locally initiated activities and products will be available to replication sites and other interested parties. Measured by: Written documentation.

Objective 4.2a: Obtain update reports from replication states.

Objective 4.2b: Develop a sample packet.

Project staff received updated reports. Data indicate that the coordinators were contacted, and sample packets were developed and received from the sites. As stated previously, during the third project year, a Sample Documents Tree was placed on the STEPS web page. This tree contains products and documents from sites across the country. This was posted in June 1999 prior to the Annual Forum and has been updated on a regular basis. Documents are placed on the tree after coordinators in each state review the documents for quality and then pass the documents on to project staff who place them on the web tree.

Objective 4.3: A report of state initiated activities will be available to replication sites and other interested parties. Measured by: Written documentation.

Objective 4.3a: Obtain update reports from replication states.

Objective 4.3b: Develop report.

These activities occurred during the second project year. State status reports are available. State coordinators and team members are currently sharing ideas and information via a list serve and through the Sample Documents Tree described above.

Objective 4.4: Early intervention, preschool, and Head Start programs in replication states will have information and materials on the STEPS model as a result of dissemination activities.

Objective 4.4a: Three articles in statewide newsletters.

Objective 4.4b: Three presentations as statewide conferences

Objective 4.4c: Dissemination of products to state agencies.

Objective 4.4d: Dissemination of information to local programs in participating states.

Objective 4.4e: Distribution of information on project activities in current transition issues

Objective 4.4f: Information and product dissemination upon request.

During the first project year, one article concerning STEPS appeared in a statewide newsletter (i.e., in Kentucky). During the second project year, an additional article focusing on Project STEPS appeared in UK's Research and Graduate Study Update. During the final project year articles about Project STEPS appeared in twice in Washington state publications and once in Missouri in their statewide communication packet from the Department of Public Instruction of the Department of Education.

During the first project year, two presentations occurred at statewide conferences (i.e., in Texas and North Carolina). During the second project year, two presentations at statewide conferences occurred (i.e., Missouri and Hawaii). During the final project year, presentations were made at three conferences in Indiana and one in Montana. It should be noted that this responsibility was turned over to state staff in Washington. STEPS staff provided public relation materials and CD-ROM materials to staff in Missouri and Washington. These coordinators then presented the information at multiple state conferences.

During the first project year, STEPS has disseminated products to agencies in four states (i.e., Hawaii, Puerto Rico, Florida, and Kentucky). During the second project year, products have been disseminated to five states and territories (i.e., Kentucky, Florida, Missouri, Hawaii, Washington, DC, and America Somoa). During the last year of the project, products were disseminated to 26 states and to Israel.

As mentioned above, the project has responded to technical assistance from many states outside of the states directly involved in the previous or current STEPS demonstration and outreach grants. During the 1998-1999 project year, the project responded to 16 states other than those directly involved in the project.

During all project years, STEPS staff have distributed information on project activities and current transition issues through several sources including the Transition

Forum Annual Report, statewide presentations, list serves, their web pages, and other statewide meetings.

Objective 4.5: Early intervention, preschool, and Head Start across the country will have information and access to materials on the STEPS model.

Objective 4.5a: Three articles in regional or national newsletters.

Objective 4.5b: Two presentations as regional or national conferences.

Objective 4.5c: Dissemination of products to national TA offices participating in the Transition Forum.

Objective 4.5d: Dissemination of information to state agencies in states and territories.

Objective 4.5e: Information and sample product dissemination upon request.

Since the project was initiated, three articles have been published (i.e., a published article in the Journal of Early Intervention; a proceedings from a national drop out prevention conference; and an article in Young Exceptional Children.

Since the project was initiated, at least four presentations have occurred at CEC's Division of Early Childhood Conference and another presentation is scheduled for the upcoming DEC conference in December.

Project staff have disseminated information, products, and materials to numerous national agencies and TA providers. Additionally, HELS-R training occurred for local school programs in the Chicago and Marquette areas as well in Anaheim, California for the Orange County Head Start program. A similar training is scheduled for the Idaho State DEC organization in October 1999.

Summary of Progress to Date on Goal 4 and Recommendations:

Project STEPS far exceeded all expectations concerning this objective during the project. No recommendations are made.

Overall Summary

In summary, Project STEPS has accomplished all proposed objectives and activities. In addition, the project far exceeded the planned objectives and activities in numerous areas (e.g., Objective 4). The project staff should be commended for their efforts. There is clear evidence that the project has had a direct influence on transition policies and practices both in the states that were supported by the outreach grant as well as in additional states across the country.

Submitted by Mary Louise Hemmeter and John Schuster, Project Evaluators

September 21, 1999